

**From 'Dis'ability to Ability:
Federal, State and Worldwide Policies
That Make a Difference**

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Introduction

Special education has come a long way in the past several years, but it still needs work. Federal and state laws have been passed in order to allow children with disabilities a chance to earn a free appropriate education in a least restrictive environment. Federal Regulations have been enacted by both Congress and the U.S. Department of Education. These regulations provide guidance to states on how to proceed with special education procedure. For the state, special education rules and regulations are represented by IDEA or Individual with Disabilities Education Act, enacted in 2004. This law provides guidance on the implementation of IDEA. This paper will address several regulations and laws regarding special education. There will be four questions addressed in this research paper:

- 1) How has special education changed in the past 12 years since the IDEA act was enacted in 2004?
- 2) What are the state regulations on special education?
- 3) What are the federal laws regarding Special education?
- 4) How did laws regarding special education influence other countries to promote equality and inclusion in special education practices?

Special education used to mean that all students with disabilities were segregated and placed in a program with other children whom they shared a likeness to. The system has changed and there are many examples that have inspired this change. On the contrary, regular education—or rather inclusive education—for a student with a disability is the best choice. Research has shown that if curriculum and an Individualized Education Plan (IEP), is properly modified and planned, inclusion can meet the needs of many students with disabilities. If the

school and/or the parents decide that the decision to implement such activities, there can be costly consequence to the school and in a broader sense the child whose education depends on the IEP.

Civil Rights

Civil Rights is often a subject dedicated to those who have been deprived of basic civil rights regarding race, religion, sexual orientation and many other cultural differences. Dating back to the slavery age, African Americans have been fighting against discrimination and unequal treatment. In the early 1950s and 1960s, the fight for basic civil rights continue. *Brown v. Board of Education* (1954) played a pivotal role in what was perhaps the deepest part of the civil rights fight. It allowed for segregation to end. It allowed for African Americans to become “free” in a sense again. They were no longer held in a slavery that would demean their entire community. What about everybody else? Who was going to fight for them?

The United States is a melting pot of different races, religions and ethnicities. Sometimes it is easy to forget this. It wasn’t long before other races and ethnicities began fighting for what was equal for them as well. Multiple unions were set in place to allow equal rights and fair pay. Women were even in the spot light for their equal rights, fair pay, and the ability to work and in recent history the ability to vote. America has come a long way in the fight for equal rights and civil liberty. However, there was one group that was left out of this fight. People with disabilities; this fight is not often mentioned and only as recent as the early 1990s were their rights given any thought.

Students in special education were and are treated unfairly, often segregated and before the civil rights movement for persons with disabilities not allowed to attend school. The

Individuals with Disabilities Education Act was one law that truly helped pave the way for other laws to help those who have disabilities. State and federal laws would help pave the way for a more equal education. There are still several issues today, but some progress has been made with civil rights and special education.

Public Law 94-142

In the late 70s, Congress enacted Public Law 94-142 (later changed to IDEA) which would change how special education functioned in the United States school system. This would mean that all exceptional children would be allowed a basic right to a free and appropriate education. While there had been laws passed prior to regulation, many students with disabilities had either not been enrolled in school or had been in a segregated school setting. This law would mandate that all schools provide the basic educational needs for students with disabilities; that meant that they had to provide services, procedural safeguards (for parents), and federal funding in order to keep special education programs available for parents and their child(ren) (CITE).

Public Law 94-142 guaranteed that students regardless of their disability would receive individualized education. Moreover, amendments for this law would later not only include typical disabilities but others such as students who had traumatic brain injuries, students with autism. Other amendments for PL 94-142 would also alter the meaning of some special education terms when referring to students who are handicapped. This terminology would later be deemed persons with disabilities. Changing terminology would begin the process of allowing individuals with disabilities a chance to have some dignity in an otherwise brutal educational setting.

What is Special Education?

Under the IDEA Act section 309.39(i) special education means: “specially designed instruction at no cost to the parent(s), to meet the unique needs of a child with disabilities (Navigating the Course).” In 1975, Public Law 94-142 (All Handicapped Children Act¹) supported state and local rights for meeting individual needs of improving the learning process for children who have unique/special needs. Through this federal law, there are six key principles for that define IDEA: free appropriate public education, appropriate educational evaluation, individualized education program, least restrictive environment, procedural safeguards for parents or guardians, and parents’ participation in decision (Navigating the Course).

IDEA also requires public schools to provide students with disabilities FAPE in the least restrictive environment or LRE. The law also requires the Indiana Department of Education or, IDOE to have rules, regulations, policies and procedures to ensure that federal regulations are met and can accommodate the child as much as possible. If these requirements are not met under these standards parents have other options that will help them gain the appropriate education that their child needs and deserves.

To label a student as disabled the school and appropriate faculty need to evaluate the student and must be “determined eligible (Navigating the Course)” through the school and the parents should in no way be charged with this procedure. This is done through a battery of tests done by the school psychologist or other appropriate faculty member of the school. The parent should be notified and informed of the results through the Case Conference Committee, or CCC. The CCC is made up of parents and school personnel. This committee helps determine the

¹ Later turned to Individuals with Disabilities Education Act or IDEA.

child's goals and objects which overall forms the IEP (individualized education program). It is important to note that the parents must consent to the educational evaluation process. If the parents do not consent to this process, the parents must decide on what to do next.

As stated earlier, if the school does not meet the needs of the child and the child's parents agree that the school is unwilling to provide their child FAPE then there are other means of gaining what their child should acquire in a public school education. The parent or guardian has the right to request remediation or due process depending on the severity of the issues at hand and what is best for the child.

Why the need for State and Federal Regulations?

The term disability suggests that there is some kind of barrier. A barrier that students with disabilities have been fighting for, for a very long time: inclusion. However, in order to fully promote inclusive behaviors in schools, they must be willing to produce values, encourage acceptance from both school personnel and "typical" students. They must also allow the student to participate in a classroom that is not solely in a special education setting.

This of course, is only available in a perfect world. Unfortunately the school system is not perfect and often doesn't have the means or resources to produce such behavior. Often, it is more than just not having the means or resources, but simply because the school feels that an all-day special education school setting would be appropriate for all disabled students. Federal regulations such as Individuals with Disabilities Education Act now known as IDEIA (Individuals with Disabilities Education Improvement Act), proves that students with disabilities can learn in a least restricted environment. Students with disabilities also reserve the right to a free appropriate public education. Segregation is not at all a new topic in education. This dates

historically, back to the 1950s and further. The case that caught the attention of our nation is the *Brown v. Board of Education* (1954).

While this case law pertains to segregation in terms of race, the issue is still the same. Students who are “different” often do not receive what is free and what is appropriate education for their needs. The outcome from the *Brown v. Board of Education* (1954) was able to give students a chance to gain full and equal access to education. Students who are “different” should not hold the “separate but equal” title. How can one be segregated and equal or receive an equal education? IDEA and other provisions attached to the federal law state that schools are required by law to meet the needs of the students using IDEA’s specific procedures. If the students “unique needs” are not met then the parents have choices to defend their child’s needs.

One issue that can occur is that teachers are not prepared or sometimes, refuse to accommodate student with special needs. IDEA cited that the “education of children with disabilities can be made more effective if all school personnel receive high quality intensive development and training... Teachers should possess the skills and knowledge necessary to improve academic achievement (IDEA) for those who have disabilities as well as “typical” or regular education students.”

In order to move forward toward a more inclusive setting in schools, educational practices must allow children to receive equal and appropriate education according to their needs. School personnel should be required by law and is required by law to make this possible for their students. Federal guidelines under IDEIA allow students the right to receive a free appropriate public education. Other regulations that will be discussed in this paper are Article 7 which is a state based law that requires the state of Indiana to abide by; as well as other

provisions such as Section 504 and ADA. These laws protect individual rights and allow the inclusive movement to move forward.

IDEA and IDEIA the Changes

To assure that all students with disabilities meet the standards of the school and IEP allows them to set goals and objectives that will allow them to maintain an appropriate education. Like all systems, the school system is not perfect and often makes mistakes or does not wish to address certain needs set by the parents. Many schools do not wish to pursue FAPE because it can be costly to the school, but not the parents. When the school does not comply to the standards set by the parents, IDEA allows parents to call for remediation or due processes where needed. IDEA is a federal regulation that also demands the attention of the state and local school systems, to assure that all students with disabilities receive a free appropriate education that meets the needs of their unique abilities.

The main purpose for IDEA is to “prepare children for employment, independent living and further education (IDEA: 2004).” This outcome is an outcome that had not yet been introduced to the disabled community; an actual chance at living a more independent life and a better chance at higher education: something complete segregation cannot produce. The movement for inclusion or special education in the least restricted environment (LRE) is what the law is hoping IDEIA is hoping to produce. This not only allows students a better opportunity to a better education, but allows them a chance to have meaningful jobs, independence and a greater chance out in the community. Segregation cannot produce this outcome.

President George W. Bush

Most of the country remembers George W. Bush as the president who went to war with Iraq after the September, 11th attacks in 2001. However, many do not know that President Bush

was responsible for reauthorizing the Individuals with Disabilities Education Improvement Act. This act was/is an important act to individuals with disabilities and their families. A reauthorization was necessary in order to make changes to IDEA already set in place.

The reauthorized version Individuals with Disabilities Education Improvement Act (IDEIA) was signed into law December 2004 by George Bush. There were several regulations that have changed in this new act and would affect teachers as well as education personnel in early July of the following year. The act made six major changes including: Special Education requirements, aligning the No Child Left Behind Act with IDEA, altering special education eligibility, changes made in the Individual Education Program or IEP, disciplinary process for students with disabilities, dispute resolution (Yell, Shriner, Katsiyannis: 2006).

While there aren't many changes, the changes that have been made are significant enough to produce a more significant education for people with disabilities. Education for students with disabilities should be quality education, inclusive, and should be with their non-disabled peers. The six core changes of IDEIA have made special education slightly better to navigate and inclusion is in theory available to students who would benefit from an inclusive school setting as well as a least restrictive setting.

No Child Left Behind and IDEIA

The No Child Left Behind Act or NCLB aligned with IDEIA would make sure that schools be required to higher highly qualified teachers, provide an adequate yearly progress report and produce evidence based peer reviewed practices (Yell, Shriner, Katsiyannis 2006). The No Child Left Behind Act, demands that all states must test students in reading and math in elementary and again in high school. The must also test "subgroups" of students such as minorities, students in low income families and English as a Second Language students. As

aligned with IDEIA the schools must keep on track with their goals and complete an “adequate yearly progress” report or AYP. If any schools miss the AYP periods, then they are subject to punishment. The major point that Congress brings to the table with this law is that many students who are in the “subgroups” can fall behind and become students who drop out of school leaving behind a great future (Yell et. al: 2006).

Issues Regarding Regulations

The issue is not the regulation itself, but how schools handle inclusion or do not handle inclusion. In the early 1980s the inclusion movement was beginning to move forward. However, that is not to say that “regular education” did not have their fair share of issues nor is it to say that regular educators knew how to handle the new movement. Fuchs and Fuchs state that regular education had only a handful of tactics that would allow for a general restructure of special education. Some of the strategies represented by the regular educators were vague and often inconsistent and were not well suited for the new guidelines set by state and federal regulations.

In the early stages of inclusion, special education was made into a mockery of an education system. Many schools would make it nearly impossible for regular education teachers to teach in their classrooms due to overcrowding and not enough help to make teaching manageable (Fuchs and Fuchs: 1994). The other issue that many other states had was not only did they not serve students with disabilities, but when they did they decided that it would be best to “place them in inappropriate programs (Fuchs and Fuchs: 1994).”

In some cases, children who were of “normal intelligence”, but had physical disabilities were place in classes that were designed for those who had mental-to mild retardation (CITE). These issues were able to pave a new path to more regulations that would provide students who

had physical disabilities an equal right to education as well; continuing the fight to include all students with disabilities an equal right to education.

Section 504 and ADA

The Americans with Disabilities Act of 1990 made further improvements to IDEA. It states that those who have disabilities may not be discriminated against due to their physical disability, mental disability, sex or their religion (Fleischer, Doris, Zames Frieda: 2011).

According to the ADA, discrimination against an individual with a disability is: “a physical or mental impairment that substantially limits a major life activity (Fleischer et. al. 2011).”

Therefore, if a student is denied the right to a free and appropriate education, then not only could the parents/guardians sue under IDEA, but they can also target the school for discrimination under the ADA.

Not only does ADA state that school cannot discriminate against individuals with disabilities, but it states that employers cannot discriminate either. Applicants have the right to apply for a job regardless of their disability. Title II of the ADA requires all public businesses/buildings to provide access to all public services including those set by the school and housing. This includes the following: “entrances, elevators, ramps, bathrooms, countertops, parking spaces and many other obstacles that might keep a person with a physical disabilities from enjoying everyday activities (Fleischer et. al. 2011)”. As stated earlier, discrimination under the ADA, is described as an obstacle that can limit a life activity. Last but certainly not least, Title IV under the ADA, states that telecommunication companies are required to provide consumers with disabilities equal service (Fleischer et. al. 2011).

Section 504

Section 504 prohibits discrimination against individuals who meet the definition of disability under this IDEA Section 504 states “solely by reason of his or her disability be excluded from participation in be denied the benefits of or be subjected to discrimination (29 U.S.A.C.A:749).” Now, there are different guidelines under this section that allow schools to not permit students to participate in certain programs if they simply cannot complete or do the task at hand. For example, if a student who happens to have a learning disability tries out for the schools hockey team, but cannot shoot the puck into the net, then there is no legal obligation to allow that child to participate in that particular sport.

On the contrary, if the student is a star shooter and can shoot the puck into the net from the half-way point of the hockey field, then there is some discrimination and complaints can be made to remedy the discrimination at hand. However, legal action at this point is something that should not be considered, but the point is, is that there are some times when a student simply cannot participate in an after school program because they lack the necessary ability to participate or play. The main focus of Section 504 is to further demonstrate that discrimination is not and should not be allowed in schools or elsewhere.

How Can Inclusion Be Successful?

Discussing laws and regulations both on a federal and state level is the “easy” part. Implementing policies set forth by government is easier said than done. Schools often do not want to participate in inclusion because it is more work for them and their teachers. Not only this, but the accommodations and necessary adaptive communication tools or adaptive precautionary measures can be costly. Some do abide by the statute set by the government, but

often play games because they are unwilling to allow inclusion to be a part of their school setting.

Challenges

Addressing the needs of students with disabilities is one thing, but having to put it all in perspective and actually accommodate a student is a completely different experience.

Accommodating curriculum for students with disabilities is a very time consuming activity.

Literature describes this as allow students to gain more access to the general curriculum which will allow them to not only achieve goals and objectives set by both the teacher and the state goals and objectives. Section 504 on the other hand suggests that accommodations are needed to “ensure that an academic requirement does not discriminate on the basis of disability. (CITE)”

The overall goal of accommodations is to allow a student with disabilities a chance to learn what their nondisabled peers are learning, but make also make it adaptable for their learning needs.

Special Education around the World

The rest of this paper is dedicated to special education laws and public policies regarding special education in two very different countries. There are several key differences from the two countries: China and England.² The two countries used for comparison purposes were chosen because they have similar ideas when it comes to law for individuals with disabilities. Each country certainly has their differences the idea of inclusion and teaching students in the least restrictive environment however, the United States helped pave the way for civil rights for individuals with disabilities around the world.

² The United Kingdom (UK) consists of England, Wales, Scotland and Northern Ireland.

China's Special Education System

In the late 1980s, China passed the Compulsory Education Law, which would be the first of an educational reform in China. This law like IDEIA, provided guidelines for parents, teachers, schools and other facilities, to help guide the country to a better educational system for students with disabilities. This law entitled children with disabilities up to nine years of free appropriate education. This would include six years in elementary school and another three in secondary education. In the United States, special education starts at three years of age up to the age of twenty-one.

In 1990 and amendment was added on the Protection of Disabled Persons): this law states that “families, work units and community organizations must share responsibility in caring for individuals with disabilities (Law: 2007).” In 1994, reform really started taking place in the educational setting. The Ordinance of Education was passed which would require qualification certificate system for teachers, much like that of the Highly qualified teachers section of IDEIA.

Other Differences

Other differences in China don't pertain to just the educational system. There are many differences in the way China defines special education labels as well as how many students are in a classroom. For instance, in early stages of the reform, there were only three categories of special needs characteristics: visual, hearing and mental disorders. Today their range is bigger, but only half of what the United States defines as a disability. Today those categories are: visual, hearing, intellectual, physical, psychiatric, and multiple disabilities. The United States lists thirteen categories for students with disabilities.

Another major difference is the class size. China's teachers have forty to seventy-five students in their classroom at one time, compared to twenty-five to thirty students in the United States. This does not allow teachers adequate time to allow for personalized instruction for students with disabilities. Another major factor in allowing inclusion to be a major part of China's educational system is that China's schools are incredibly competitive and may not have the resources needed in order to fulfill the necessary obligations to the current regulations.

Issues

The problem China has is that the area has many rural areas. In this instance, people with disabilities are often ignored and cannot attend school due to the fact that they are too far away and often drop out of school if they are attending school full time under regulation. America has an educational system that allows for early diagnosis and early detection to help determine the best plan to take once a disability has been identified. China does not have the same abilities as the American school system. Therefore, early detection is not often an easy thing to determine.

Transition

The American school system allows for students with disabilities a chance to learn while they are in school vocational education opportunities. Upon graduation they have a chance to learn more and proceed to work in a trade like culinary arts or work out in the community, However, China's situation is much different. Many students with disabilities end up dropping out of school because they live in a rural area. Others are lucky and can land a vocational job such as painting, massage therapy, basket weaving, sewing and working in a town market. These are low paying jobs and not enough to live on.

Challenges

Addressing the needs of students with disabilities is one thing, but having to put it all in perspective and actually accommodate a student is a completely different experience.

Accommodating curriculum for students with disabilities is a very time consuming activity.

Literature describes this as allow students to gain more access to the general curriculum which will allow them to not only achieve goals and objectives set by both the teacher and the state goals and objectives. The overall goal of accommodations is to allow a student with disabilities a chance to learn what their nondisabled peers are learning, but make also make it adaptable for their learning needs.

Reform

Educational systems were first organized in the 18th Century around the world. (Law: 2007). Since the first organization of these laws, this legislation has been used to initiate and enforce various educational policies (Law: 2007). One of the earliest types of education law-making was compulsory schooling legislation. Since the beginning legislation has been a key issue for many areas of the educational system and policies. The very earliest of these laws was the compulsory schooling legislation. These laws were enacted in order to protect school children's basic civil rights. China for instance enacted the Compulsory Education Law to protect school children's basic right to a free appropriate education. This legislation is very similar to IDEIA's free appropriate education, but it is not without its differences.

Soon after this enactment, this legislation went under a serious revision. China's major dilemma was that the law was neither effective nor ineffective; it did help China maintain a social understanding with people with disabilities, but on the other hand the law permitted "barriers to children's access to basic education." They could not address new issues such as

guidelines set by the ADA in the United States Statute as well as other issues such as inequality and disparity that arose from social growth or lack thereof. Therefore, a significant revision of the Educational Law needed to be addressed.

Governments from across the world can use law to generate new programs and reforms that contribute to new social acceptance and agendas. Between IDEIA and the Compulsory Law set by China, the reform in persons with disabilities was a step in not only inclusion, but also social acceptance. More and more, countries are beginning to rely on legislation and regulation in order to bring in educational change (Law: 2007). Because many school systems in a variety of countries made it a mandatory practice, a wide range of schools saw a growth in diversity and a “reorientation of educational systems (Law: 2007)”

The Basic Education Law was expanded from 18 articles to 63 articles and continues to defend the rights of those who have disabilities. The revised version attempts to cite the differences that failed to provide the very basic rights for students with disabilities. The revised version not only stated the obvious failures, but also made so that administrators of the law were held more accountable for implementing and addressing issues that need to be addressed in a more .

These laws and regulations all help individuals with disabilities in school. However, there is a whole new area that needs to be taken into consideration and taken into consideration at an early age or stage of school. That is, transitioning into adulthood. What do students with disabilities do when they get out of school, where do they go, how do they support themselves after they have graduated high school?

There are many programs that are funded through a state, local and federal regulations that can and do often help families who have individuals with disabilities. There are glitches

however. Med waivers or federal funding are not easy to come by. There are often long waiting lists and there is no guarantee that people with disabilities will get into an independent living situation. The section below will discuss Medicare what it is and how it works in a variety of states. Each state is different, each policy is different, yet the idea is the same or at least theoretically the same: providing long-term care for individuals with disabilities.

England

While the United States has some set goals and objectives when it comes to assuring students with disabilities a fair chance at an equal education; England's view on segregation and equal access to school is quite different. English policies mention inclusion, but barely. England works on a National Curriculum instead of a state-by-state, county-by-county curriculum. Thus, makes it harder for the country to maintain a solid, reliable law to really engage in inclusion policies.

The Education Act of 1988 in England defined what special education was; this act is much like that of IDEA. The Education Act consists of the following regulations that apply to all individuals with disabilities: National Curriculum, National Testing and assessment, Publication of test results, local management between schools for students (competition in England is extremely high).

open enrollment and parental choice, grant maintained schools city technology Colleges

The idea behind the Education Act of 1988 is to increase a desire to improve the educational experience for individuals with disabilities.

These policies provide educators with much more flexibility with in regards to assessments than American special education laws. The No Child Left Behind Act unfortunately does not have a policy that exempts educators from its very strict set of policies. Even in extreme

measures, the educator should always provide the school with information as well as modify the curriculum as necessary.

Policymakers and educators in England have much better way and can be more flexible in determining the best course of action when it comes to handling the needs of a student in need of services. The choices include: “providing needed modifications so that the student can participate in an assessment or disapplying a student all together (Sackel: 2006)”. The decisions are made a case-by-case decision.

Like IDEA or other federal policies in America, parents have a choice to appeal the decision to the governing body against the decision made that was not in the best interest of the child or a decision that has been turned down by the school. The next step is for the parents to ask the head teacher for a disapplication and if turned down, they can appeal against the decision. The final step is for the parent to complain to the Local Education Association (Sackel 5: 2006).

Defining Terms

In America, there are at least thirteen different terms for individuals with disabilities. England does not have quite as many and often does not use the same language as the American school system. For instance, a person who has a learning disability in England is defined as a person having specific learning disabilities and is only used when referring to the health and social services aspect. Here, in the United States, they are defined as having cognitive disabilities who cannot live on their own independently. They have problems with self-care, keeping basic financial needs as well as other basic life skills. Unlike American labeling England, does not use the term mental retardation because they feel that is considered offensive.

As stated earlier, under the IDEA Act section 309.39(i) special education means: “specially designed instruction at no cost to the parent(s), to meet the unique needs of a child with disabilities (IDEA: 1994).” The English school system relies more on focusing on the students’ needs and meeting those needs rather than focusing on labeling or their disability.

The American system has a variety of labels as well as a variety of subgroups within those labels. This makes it difficult to keep track of where children fall not only in the special education realm, but in the school system as a whole. This can cause a serious ripple effect and often leaves the student and family scrambling to find placement outside of school leading to a lack of options for individuals with disabilities to become productive members of society.

Conclusion

The point of this paper was not only to determine what the American school systems offered for students with disabilities, but also to determine what other countries had available to individuals with disabilities. The struggle for individuals with disabilities to gain an equal education is not something new, but it does provide students with exceptional needs a chance to learn and prosper at pace that meets their needs.

There is still work to do. The system is not perfect and there are many flaws. Children are left behind and there are some schools that do not wish to participate in a movement that can really help individuals with disabilities. No matter how many policies are set in place culture and society will change as will the policies. It is a never ending battle that can be fought which will in turn empower individuals with disabilities.

Tables and Figures

Figure 2: Historical Events United States

| Year | Historical Event (American Special Education) |
|-------------|---|
| 1965 | Congress adds to Title to both Elementary and Secondary Education act of 1965. By doing so, Congress created the Bureau of Education for the Handicapped. Today it is called Office of Special Education programs or OSEP |
| 1972 | Parc v Pennsylvania and Mills v D.C. Board of education enact the equal protection and equal rights for students with disabilities |
| 1974 | Family Education Rights and Privacy Act (FERPA) is enacted |
| 1975 | The Education for All handicapped children Act was set in stone; this was also known as the above mentioned PL 94-142 Law which would later be changed to IDEA and later changed again to IDEIA. |
| 1977 | Schools are now required to adhere to legislation and provide students with disabilities a free and appropriate education |
| 1990 | Americans with Disabilities Act- along with Section 504 state that all students should have equal access to all areas of buildings that would otherwise limit them. |
| 1990 | EAHCA is amended and the name changed to IDEA |

Figure 3: Historical Events China

| Year | Historical Events China |
|------------------|--|
| 1912 | First school established to aid students with special needs |
| 1949 | People's Republic of China-placed importance on education of children with special needs |
| 1970s | More and more schools erected to help students with special needs |
| 1985 | National Conference on Education recognizes the importance of special education and the needs of special education. This was a global event. |
| 1986 | Compulsory Education Law: Mandates teaching of special education students; also mandates that local government along with other laws and regulations set up special schools specifically designed to help students with special needs. |
| 1986-1987 | Like the Least Restricted Environment in America- Learning in Regular Classroom |

| | |
|--|---|
| | became part of a movement toward inclusive education. |
|--|---|

Figure 3: People First Language

| People First | Inappropriate |
|---|--------------------------------|
| People /individuals with disabilities | Handicapped/disabled |
| People/individuals without disabilities | Normal/Healthy |
| People with intellectual disabilities | The mentally retarded/retarded |
| A person with Autism | The Autistic |
| Person with a learning disability | Learning disabled |
| Deaf and cannot speak | Deaf and Dumb |
| Person who uses a wheelchair | Wheelchair bound |
| Small and short stature | Midget/dwarf |
| Person receiving special services | Special Education |

People first language was a movement started to inform individuals without disabilities that speaking in derogatory terms like retarded or midget/dwarf was unacceptable. The second and perhaps more important idea here is that people need to see the person first before they see the disability. Which often see just the disability rather than the person themselves.

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